

Valuing the Engaged Work of Faculty:

An Analysis of Institutional Promotion and Tenure Guidelines at IUPUI and Peer Institutions

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Introduction

Over the last 350 years, higher education's civic mission has changed and evolved in response to the greater needs of society and the American public. In 1990, Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching released a groundbreaking report, *Scholarship Reconsidered*, which urged colleges and universities to rethink the alignment of their missions with their institutional reward systems, and to acknowledge multiple forms of faculty scholarship and teaching. *Scholarship Reconsidered* insisted that higher education must continue to push the limits of knowledge while placing research and scientific discoveries in the larger public context (Boyer, 1990). Further, Boyer (1990) advocated for the understanding that knowledge is communal and something which should be shared not only among institutions, but with local communities and public stakeholders. Boyer (1990) framed faculty work in the context of advancing the public good by integrating the discovery and application of scholarship to local contexts. Thus, for the purposes of this research, *engaged scholarship* refers to “connecting the rich resources of the university to our most pressing social, civic, and ethical problems” through the advancement of publicly focused and publicly disseminated research (Boyer, 1996, p. 32). For Boyer, and those who advocate for the public nature of higher education, universities have an obligation to broaden the scope of scholarship.

Boyer's work and those that have followed it opened the door to the reconsideration of what is understood as legitimate knowledge. This reconsideration further advanced and advocated for a review of faculty roles both within institutions and greater society as well as the structures that support and encourage engaged work (Sandmann, Saltmarsh, & O'Meara, 2008).

However, the components of academic work and the scholarly identities of faculty are complex and multifaceted. Though formal contracts may acknowledge how many courses faculty will teach, how many hours will be dedicated to research and service, etc. Austin (2015) argues that when faculty members truly understand the profession they will likely go beyond an explicit list of duties. It is here where the work of the engaged scholar often falls. Outside of the realm of expected duties, outside of what is valued and rewarded within their institutions. While institutional differences must be considered, most assessments of faculty fall back on the “more simplistic” and rigid understandings of teaching, research, and service which Shaker (2015) notes is something that scholars have been questioning for decades (p. 8).

For the past three decades there has been tremendous work by national associations, university administrators, faculty, deans, and department chairs to change the ways faculty scholarship and engagement are valued and rewarded within higher education. A handful of campuses have adopted Boyer’s engaged framework and have revised their promotion and tenure structures to better evaluate engaged scholarship, utilizing broader definitions of research and encompassing a continuum of faculty work and expertise (O’Meara, 2005; O’Meara, 1997; O’Meara & Rice, 2005; Calleson, Jordan, & Seifer, 2005). However, promotion and tenure processes among most institutions continue to be critiqued for disadvantaging the communal, interdisciplinary work of faculty, encouraging traditional, siloed research distanced from community. As academic culture continues to prefer the norms of traditional scholarship, many faculty who pursue engaged work do so on the periphery of their institutions, at risk of not achieving promotion and tenure.

This research is grounded upon the belief that academic work and scholarship must be better aligned with the public purpose of higher education. In so doing, such engaged work must

be better valued and rewarded within institutions of higher education through the structures of promotion and tenure. This does not suggest that all faculty members within every institution of higher education must take an engaged approach to scholarship. However, within the current context of higher education, institutions can no longer only encourage and reward scholarship that is isolated within the ivory tower. Thus, this research examines the promotion and tenure structures in place at four highly engaged campuses: Indiana University-Purdue University Indianapolis (IUPUI), University of North Carolina at Greensboro (UNCG), Michigan State University (MSU), and University of Illinois Chicago (UIC). First, however a brief review of the literature regarding engaged scholarship as well as the current policies and structures at each of the four institutions is necessary.

Examining Engaged Scholarship

In the late 1990s, The Higher Education Research Institute at UCLA added a new question to their Faculty Survey in hopes of identifying significant trends within American education. This question asked if, in the last two years, the faculty member “collaborated with the local community in teaching or research” (Hurtado, Eagan, Pryor, Whang, & Tran, 2012). Results from the 2013-2014 survey indicated that 48.8% of faculty at all undergraduate campuses noted that they were involved in community through either their teaching or research. At public institutions, 50.4% of faculty noted they had collaborated with community. Among faculty who were tenure-tracked, 51.1% acknowledged their work in community (Hurtado et al., 2012). Yet, while over *half* of all faculty claim to be engaged in community-based work, very few institutions recognize such work as legitimate (Saltmarsh & Wooding, 2016).

In order to address this misalignment, much work has been done by scholars throughout the country to better understand the engaged work of faculty. The existing literature on faculty’s

engaged scholarship focuses primarily on the institutional influences that either encourage or deter faculty from pursuing such work (i.e. institutional culture and/or mission, leadership, reward structures, etc.) (Abes, Jackson, & Jones, 2002; Colbeck & Warton-Michael, 2006; Holland, 1999; Holland, 2005; Doberneck, Glass, & Schweitzer, 2010). Additionally, much research has sought to better understand the personal and professional characteristics of engaged faculty (i.e. race/ethnicity, gender, academic discipline, appointment type, etc.) (Aguirre, 2000; Antonio, 2002; Baez, 2000; Vogelgesang, Denson, & Jayakumar, 2010; Umbach, 2006; Rosser, 2004).

A review of the literature has discovered that the majority of research focusing on faculty scholarship utilizes four distinct lenses through which to study engaged work: motivational, psychological, organizational, and cultural. Motivational studies utilize theories of motivation to better understand why faculty members choose to pursue engaged work, focusing on individual desires rather than larger social or cultural motivators (O'Meara, Sandmann, Saltmarsh, & Giles Jr., 2001; Austin, 2015). Psychologically-based studies are generally grounded in developmental psychology and human development, considering how the desires of faculty shift over time and how institutions, through professional development programs, could better support them (Rosser, 2004; O'Meara et al., 2011). Studies utilizing organizational frameworks explore how engaged faculty operate within specific various institution types (i.e. universities, community colleges, etc.) (Bringle & Hatcher, 2000; Colbeck & Warton-Michael, 2006; Holland, 1999; O'Meara, 2004). Lastly, cultural perspectives have been used to better understand promotion and tenure as a reflection of institutional culture and the necessary changes that must be made for institutions to better accept and reward engaged work as a core faculty activity (O'Meara, 2002; Holland, 1999; Sandmann et al., 2008).

A review of the most prevalent policy and institutional reforms highlighted in the literature include (a) revising institutional mission and strategic planning documents, (b) amending promotion and tenure language to reflect engagement, (c) allowing for more flexible workloads to allow for time-consuming engaged work, and (d) providing grant money to support engaged scholarship (O'Meara, 2005; O'Meara 2001; Braxton, Luckey, & Hellend, 2002; Holland; 2005; Saltmarsh & Wooding, 2016). In 2001, O'Meara published a case study analyzing the impact of redefining scholarship among four different institutional types. O'Meara (2001) discovered that each of the four institutions who reformed their promotion and tenure guidelines experienced a "slightly more balanced reward system" in addition to an increase in faculty engaged scholarship and heightened faculty satisfaction with their institutional work life (p. 481). O'Meara noted that the reform of institutional policy (i.e. promotion and tenure structures) appeared to have the greatest impact on the likelihood that engaged faculty will feel comfortable to both continue their engaged work and identify it on their promotion and tenure dossiers, believing their chances for promotion are increased.

Institutional Barriers to Engaged Work

O'Meara's (2001) research along with that of other scholars paints a hopeful picture for the future of engaged work on campuses throughout the country. However, while faculty members should be recognized for their engaged work through the structures of promotion and tenure, many continue to express frustration that their institution's policies do not reflect their institutional mission when it comes to engagement (O'Meara, Eatman, & Petersen, 2015). The pervasive influence of the culture of the research university has had an enormous effect on higher education, regardless of institutional type or mission (Saltmarsh, Giles Jr., O'Meara, Sandmann, Ward, & Buglione, 2009). The resistance to engaged scholarship is deeply rooted

within higher education due to the traditional way research has been typically been defined. As Saltmarsh et al. (2009) note,

The dominant culture of higher education defines the faculty role in a hierarchical way, valuing research above teaching and service. It also operates under a research hierarchy in which basic research is valued above other forms of research and in which the dominant epistemology is often identified as technocratic, scientific, or positivist, grounded in an institutional epistemology of expert knowledge housed in the university and applied externally. (p. 22)

This traditional view of research continues to exert itself on campuses throughout the country, inhibiting communal innovation and engaged transdisciplinary work. As institutions strive to improve their university's research profile, traditional scholarship is held in high regard while engaged scholarship is recognized less and less (Saltmarsh & Wooding, 2016). Additionally, the current declines in national and local funding are pushing institutions and their administrations to focus on a "narrow model of excellence built on traditional ideas about academia's function and role" in order to secure wealthy donors and grant money (Saltmarsh & Wooding, 2016, p. 75). As such, institutions that inherently privilege certain forms of research, either out rightly or not, disadvantage other forms of scholarship (Saltmarsh et al., 2009).

Further, institutions that operate and reward narrow definitions of research inherently relegate engaged work (be it teaching or research) into the category of service. Such institutions view engaged scholarship as neither traditional scholarship nor applied research and do not accept it as research altogether (Saltmarsh et al., 2009). The more institutions continue to define research in this way and separate faculty work into mutually exclusive categories, the less likely faculty are to pursue engaged, transdisciplinary work to advance the public good (Colbeck &

Warton-Michael, 2006). Faculty are thus encouraged to devote more time to traditional research, keeping their time spent engaging in community – through either teaching, research, or service, to a minimum (Burlingame, 2015). They are advised to write specifically for their discipline and avoid participation in community engagement until after they have received promotion and tenure because such work will not further their academic career (Burlingame, 2015). However, as illustrated by Brown & O’Meara (2011), faculty scholarship which is completed “in isolation, from interdisciplinary colleagues and collaboration with peers suffers, so there is very little win-win in this trend toward isolation” (p. 15).

Promotion and Tenure

As discovered by Weerts & Sandmann (2008), promotion and tenure policies have been identified as the strongest barrier to faculty pursuing engaged work. Additional studies of tenure-track and mid-career faculty have illustrated that many faculty believe they can not include engaged scholarship within their promotion and tenure dossiers due to a fear of negative reactions from colleagues and administrators (Colbeck & Warton-Michael, 2006; McKay & Rozee, 2004; Baldwin, 1990; Rhoades, 2015; O’Meara, 2005). As this research is specifically grounded in the institutional reward structures as they relate to engaged scholarship, it is important here to identify the ways in which the structures of promotion and tenure affect the engaged work of university faculty.

Over 95% of all traditional institutions of higher education in the United States had some form of tenure review by the end of the 19th century (Ellison & Eatman, 2008). However, by the end of the 20th century, promotion and tenure continues to be structured in similar ways as it had for the last century (Tierney & Perkins, 2015). Although tenure was initially created to allow faculty to take intellectual risks, by the end of the 20th century, Tierney & Bensimon (1996)

found it to have the exact opposite effect. Faculty were found to be risk averse, foregoing deep, engaged work for quick publications that produced minimal findings. The route to obtaining tenure quickly became *publish or perish* and engaged scholarship fell to the wayside (Tierney & Bensimon, 1996). Currently, the harsh reality is that when faculty go up for promotion and tenure engaged scholarship is hardly mentioned (Boyer, 1996).

This pressure to conform to the traditional structures of promotion and tenure is felt by scholars who want to be recognized and rewarded for their engaged work. O'Meara et al. (2015) found that many engaged faculty express frustration that institutional reward structures have not "caught up" with the dynamic nature of engaged scholarship (p. 1). This lack of acknowledgement of engaged scholarship in institutional reward structures is alarming, when considering that promotion and tenure continues to serve as one of the foremost ways institutions articulate and make public their values (O'Meara, 2002). Calleson et al. (2005) reaffirm this notion, acknowledging that "a university's values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members" (p. 320). Promotion and tenure thus serves as a measuring stick by which institutions value how well their faculty produce very specific types of scholarly work.

Additionally, it is important to understand that faculty scholarship and rewards cannot be divorced from the historical, political, and social context of one's unique institution (O'Meara, 2005). Creating the structures to appropriately recognize and reward faculty engaged scholarship requires not only the rewording of mission and policies, but demands a change within institutional culture. Such drastic change must be simultaneously undertaken from various policy holders within the institution, not a single office, department, or unit (Calleson et al., 2005). Efforts to recognize and reward engaged scholarship must be reflected in the

academic and cultural norms within an institution to create a supportive environment that communicates the values of engaged scholarship and aligns resources to promote it (Saltmarsh et al., 2009; Weerts & Sandmann, 2008). However, although current promotion and tenure structures within most institutions do not value engaged scholarship at the same level as traditional scholarship, many faculty continue to engage in research that is directed toward service to the public good.

Engaged Scholars: Faculty & Institutional Identities

As previously discussed, the existing literature examining the role of engaged scholarship focuses primarily on the institutional influences, faculty motivations, and policy reforms that encourage or prohibit such work. Also of great importance are the personal characteristics and individual motivations of engaged faculty who choose to pursue engaged scholarship. Several studies have examined the influence of faculty demographics on engaged scholarship (Doberneck et al., 2010; O'Meara, 2005; Saltmarsh et al., 2009; O'Meara et al., 2015; Wade & Demb, 2009). And while the influence of demographics on engaged work is complex, it is imperative to best understand the orientations and identities of those who pursue engagement and the ways to best support them (O'Meara, Sandmann, Saltmarsh, & Giles Jr., 2011; Ward, 2010).

Understandably, faculty enter institutions with different preparation and socialization, career goals, and work experiences that vary based on graduate school, discipline, individual demographics, and appointment types (Holland, 2005; Aguirre, 2000; Antonio, Astin, & Cress, 2000; Becher, 1989; Schuster & Finkelstein, 2006). Regarding engaged scholarship, studies have found that women faculty tend to perceive a higher personal commitment to engaged scholarship than men, as women faculty are more likely than men (53% vs. 45%) to acknowledge that their scholarly work advances the public good (Vogelgesang et al., 2010).

Additionally, in comparison to their white male colleagues, faculty of color are more likely to pursue engaged scholarship and possess a research agenda involving community (Antonio et al., 2000; O'Meara, 2002).

As far as appointment type, contingent faculty and lecturers have been found to be more likely than tenure-track faculty to practice engaged scholarship (Antonio et al., 2000; Vogelgesang et al., 2010). This is assumed to be because faculty who are not pressured to achieve tenure have more time and interest in developing relationships with external community partners (Antonio et al., 2000). Academic disciplines which have been found to produce the greatest number of engaged scholars include the social and behavioral sciences, business, and health fields, while disciplines with the least amount of faculty pursuing engaged scholarship tend to be the arts, humanities, and math (Vogelgesang et al., 2010; Glass, Doberneck, & Schweitzer, 2011).

Finally, when looking at institution type, colleges and universities that are most likely to adopt an engaged agenda tend to emphasize teaching and learning more than research, enroll larger numbers of local students, and are situated in metropolitan cities with significant social, political, and economic challenges (Holland, 2005). As such, faculty at private universities and colleges, Catholic-affiliated institutions, or other religious colleges were less likely than faculty at larger, public institutions to acknowledge that they collaborate with the local community (Vogelgesang et al., 2010). Similarly, land-grant universities are identified to “struggle” more than urban institutions to institutionalize engagement across their campus (Weerts & Sandmann, 2008, p. 86). Further, it has been illustrated that many urban colleges and universities have utilized a culture of institutionalized engagement to differentiate themselves from their land-grant counterparts. Due to their institutional “embeddedness” in their cities, an engaged

approach to institutional mission and structures is more readily welcomed (Weerts, & Sandmann, 2008, p. 89).

Institutional Policy: Promotion and Tenure

To better understand the ways promotion and tenure policies are structured to encourage or discourage faculty to take an engaged approach to scholarship, it is logical to first evaluate the promotion and tenure guidelines at institutions that are considered *highly engaged*. Thus, the primary question guiding this research is: *To what extent have engaged universities shaped their institutional promotion and tenure guidelines to encourage and reward faculty who pursue engaged scholarship?* In addition to IUPUI, three peer institutions have been selected to undergo an examination of their promotion and tenure guidelines. These institutions: UNCG, MSU, and UIC were selected because like IUPUI, they all have or are currently working to revise the language within their institution's promotion and tenure guidelines and better integrate the scholarship of engagement.

Table 1 highlights each university's current Carnegie Classification for quick comparison. The classification is useful to identify and compare universities on the basis of institutional characteristics (Carnegie Foundation, 2017). Additionally, the institution's Carnegie Community Engagement Classification is noted. The Classification for Community Engagement is an elective, voluntary classification that involves documentation of engagement and requires "substantial effort" of participating institutions to attain (New England Resource Center for Higher Education, 2017, p. 1). The classification serves as evidenced-based documentation of engaged institutional practices. There are currently 361 campuses that have received the Community Engagement Classification (New England Resource Center for Higher Education, 2017).

Table 1
Carnegie Designations

	<u>UNCG</u>	<u>MSU</u>	<u>UIC</u>	<u>IUPUI</u>
Level	4-year	4-year	4-year	4-year
Control	Public	Public	Public	Public
Student Population	18,647	50,081	27,969	30,690
Basic Classification	Doc. Higher Research	Doc. Highest Research	Doc. Highest Research	Doc. Higher Research
Community Engagement Classification	Yes	Yes	No	Yes

Carnegie Foundation, 2017

University of North Carolina at Greensboro

The University of North Carolina at Greensboro, since the early 2000s, has worked to establish both institution-wide as well as department-specific promotion and tenure guidelines to include the scholarship of engagement and other community-based work (Saltmarsh, 2017; Janke & Shelton, 2011). Employing a “trickle down” effect, UNCG is the first institution in the country to establish promotion and tenure guidelines specific to each academic department relating to engaged scholarship (Saltmarsh, 2017). First revising guidelines at the institutional level, UNCG then allowed all 54 departments within the institution to adopt policies within their department-specific guidelines to articulate the meaning of engaged teaching, research, and service based on the department’s “individual paradigms, policies, and practices” (Janke & Shelton, 2011, p. 1; Saltmarsh, 2017).

For example, Section II.B.1 (C) of the University of North Carolina at Greensboro’s (2010) *University-Wide Evaluation Guidelines for Promotions and Tenure* states that faculty are encouraged to pursue, “Community Engaged Research and Creative Activities” that include:

Disseminating community engaged research through public programs and events,
conducting and disseminating directed or contracted research, conducting and reporting
program evaluation research or public policy analysis for other institutions and agencies,

and developing innovative solutions that address social, economic, or environmental challenges. (p. 8)

Further, as each school and department has created discipline-specific guidelines in relation to engaged work, the UNCG Department of History's (2011) *Guidelines on Reappointment, Tenure, and Promotion* acknowledge that:

The department values community-engaged research and scholarship (CER). CER differs from traditional scholarship in that it reaches audiences beyond academic peers, often emerges from a process of creative collaboration with community partners, and tends to culminate in products other than the academic monograph. ... Community-engaged scholarship may make contributions to all four of the areas of scholarship the [American Historical Association] standards describe. ... The AHA's Statement on Standards of Professional Conduct also notes that CER scholarship...depends on the open dissemination of historical knowledge via many different channels of communication: books, articles, classrooms, exhibits, films, historic sites, museums, legal memoranda, testimony and many others. Other products may include oral history recordings, reports, radio productions, grants and research contracts, web-based interpretive projects, and other work that demonstrates the application of historical scholarship to the needs of contemporary communities. (p. 8)

Michigan State University

In 2001 MSU worked to revise their institutional promotion and tenure guidelines to better accommodate engaged scholarship and outreach that is distinctly different from service to the university or the academic profession (Doberneck & Fitzgerald, 2008). Since the early 2000s, MSU has continued to assess its promotion and tenure guidelines as they relate to

engaged work. In 2008 an internal study by Doberneck and Fitzgerald (2008) examined how tenure-track faculty pursue engaged work as they seek promotion and tenure. The study revisited the 2001 revisions made to the institution-level promotion and tenure guidelines and the university's choice to embed what they term the "scholarship of outreach and engagement" throughout institutional reward structures (Doberneck & Fitzgerald, 2008, p. 1). The study sought to better understand how such changes in the promotion and tenure structures affect the ways faculty approach tenure, specifically through the formation of their dossiers. Doberneck and Fitzgerald (2008) found that 90% of faculty reported at least one engaged activity in their dossiers, while 47% reported some type of engaged work across all three categories of Teaching, Research, and Service and 56% of faculty reported engagement as a specific, integrated form of academic scholarship.

Further, in hopes of advancing the future of engaged work, MSU recognizes the importance of preparing doctoral students to pursue engagement within their future academic career. MSU offers a graduate certificate in engagement where doctoral students can explore the various ways their academic work may contribute to the public good (i.e. writing reports for community organizations, addressing public policy with governmental agencies, etc.) (Austin & Barnes, 2005; Austin & McDaniels, 2006).

University of Illinois at Chicago

Similar to MSU, UIC created "The Task Force on the Scholarship of Engagement" in 2000, appointed by Provost Elizabeth Hoffman (National Campus Compact, 2016). The task force met and discussed how UIC, as an institution, could better evaluate and reward faculty's engaged scholarship. As a public university in the heart of Chicago, UIC acknowledges a core component of their mission is to relate their work to the advancement of the public good.

Working in conjunction with the UIC Senate Committee on Continuing Education and Public Service, the task force issued a report highlighting the need for the term “scholarship of engagement” to be used within promotion and tenure guidelines as a way to highlight “a way of thinking of what is often called public service: a focus on partnerships, not one-sided outreach; the co-creation of knowledge; and involvement in real-world problems that can enrich research and teaching rather than be separate from them” (University of Illinois Chicago, 2000, p. 3). The report goes on to discuss the specific characteristics of the scholarship of engagement and suggests ways to document, evaluate, and reward it through institutional reward structures (University of Illinois Chicago, 2000). However, to date, no further work has been published by UIC in regard to the addition of engaged scholarship to institutional reward structures.

IUPUI

IUPUI, the researcher’s home institution, is considered a highly engaged campus. The IUPUI strategic plan highlights this, identifying engaged work as a defining attribute of the campus and outlining a number of actions the institution is taking to “Deepen [our] Commitment to Community Engagement”, including “defining[ing] community engagement work as distinct from service, so that it can be explicitly captured and reflected in promotion and tenure guidelines” (IUPUI, 2014, p. 24).

IUPUI is one of the first institutions in the country to receive classification and reclassification for Community Engagement from the Carnegie Foundation for the Advancement of Teaching (IUPUI FLC on Public Scholarship, 2016a). However, as noted by the Carnegie Foundation, an area identified for needed improvement is the alignment between institutional mission and promotion and tenure guidelines as it relates to community engagement. In response to this, in 2005 IUPUI created the academic title of *Public Scholar* to recognize faculty

who are recruited and hired to carry out engaged work across all three domains: Teaching, Research, and Service. To date, this distinction is primarily used for only a handful of faculty, most of who reside within the IUPUI School of Liberal Arts (IUPUI FLC on Public Scholarship, 2016a).

To further advance engaged work, IUPUI created the Faculty Learning Committee (FLC) on Public Scholarship in 2015 to, “defin[e] public scholarship, identif[y] criteria to assist faculty in documenting their community-engaged work, and work with Deans and department Chairs in adapting criteria into promotion and tenure materials within school and departmental guidelines” (IUPUI FLC on Public Scholarship, 2016a, p.1). From this work, IUPUI has adopted the following definition of public scholarship: “An intellectually and methodologically rigorous endeavor that is responsive to public audiences and public peer review. It is scholarly work that advances one or more academic disciplines by emphasizing co-production of knowledge with community stakeholders” (IUPUI FLC on Public Scholarship, 2016a, p. 2). In academic year 2015-2016 the IUPUI FLC on Public Scholarship (2016a) note that the terms *public scholar* and *public scholarship* were added to the institutional-level guidelines for promotion and tenure. Within its institutional promotion and tenure guidelines, IUPUI (2017) acknowledges public scholarship and its various functions as follows:

Public scholarship is conducted in partnership with identified “publics” to address their needs and concerns. As such, public scholarship tends to be highly collaborative, outcomes-focused and results in final products that benefit and are valued by the community. Scholarly outcomes may include exhibits, curricular products, community projects and websites. The nature of public scholarship is diverse and the evidence used to support it may differ from traditional forms of scholarship. Non-traditional

dissemination outlets and alternative metrics should be acknowledged as acceptable forms of documentation. Peer review of public scholarship must take into account the faculty member's investment in such activities as building community relationships, engaging in reciprocal learning and project definition, experimenting with collaborative methods, and writing grants to support collaboration with faculty, students, and public stakeholders. Specifically, it is important to recognize how these investments affect a faculty member's productivity as related to traditional timelines. ... Given the importance of collaboration in this work, external evaluators must have knowledge of the processes involved in public scholarship activities and should have knowledge of the project content, rather than only experience based on the faculty member's discipline. This may include scholars and experts from outside the academy. (p. 34)

Faculty promotion and tenure success at IUPUI. Examining the success rates of IUPUI faculty seeking promotion and tenure, Ferguson (2017) collected data regarding successful and unsuccessful promotion and tenure cases for the 2015-2016 academic year. Ferguson's data is illustrated in Table 2.

Table 2

Tenure-Track and Non-Tenure-Track Faculty Cases 2015-2016

	<u>Tenure Track</u>	<u>Non-Tenure Track</u>	<u>Total</u>
Positive	417 (93%)	94 (98%)	511 (94%)
Unsuccessful	27 (6%)	2 (2%)	29 (5%)
Yes Tenure; No Promotion	3 (1%)	--	3 (1%)
TOTAL	447	96	543

Note. Indiana University School of Medicine is excluded from the data set.

As Ferguson (2017) highlights, out of 447 cases, 93% resulted in positive outcomes. Although though the vast majority of cases at IUPUI are successful, common threads among unsuccessful cases have been identified (Queener, as cited in Ferguson, 2017). Dean Emerita

Sherry Queener studied IUPUI's unsuccessful promotion and tenure cases from 2006-2016, analyzing 55 cases total, across all IUPUI schools. Queener (as cited in Ferguson, 2017) found the most common errors among IUPUI faculty who did not achieve promotion and tenure were primarily administrative and strategic. Queener noted that many unsuccessful cases (a) over-emphasized collaborative research, (b) failed to develop national, scholarly reputation, (c) did not have appropriate external reviewers, and (d) presented poor avenues of disseminating scholarship. As noted in the preceding review of the literature, the issues identified by Queener are problems often associated with the nature of engaged scholarship – collaborative knowledge generation, local dissemination, and reviewers unfamiliar with engaged work.

Due to this identified disconnect, a greater understanding of the ways institutions discuss, promote, and reward engaged work within promotion and tenure documents is needed. Because of the unique nature of engaged work and the various ways it is approached, carried out, and disseminated by faculty, an in-depth, systematic analysis of the promotion and tenure guidelines of highly engaged campuses is warranted.

Content Analysis of Institution-Level Promotion and Tenure Guidelines

This is an exploratory study, analyzing the content and terminology within institutional-level promotion and tenure guidelines for four universities that are considered *highly engaged* - UIC, MSU, UNCG, and IUPUI. This content analysis seeks to better understand how IUPUI and peer institutions discuss engaged scholarship and how frequently it is highlighted within institution-level promotion and tenure guidelines. Focus is placed on identifying the frequency of engaged terminology across three domains – Teaching, Research, and Service. Further, the variations of language and terminology used to describe engaged work across institutions and across the domains of Teaching, Research, and Service are identified. Building from previously existing scholarship at IUPUI (Ferguson, 2017; IUPUI FLC on Public Scholarship, 2016a;

2016b; 2016c), this study seeks to further the work of scholars who have advanced the understanding and knowledge of both promotion and tenure guidelines and engaged scholarship at IUPUI. It is important to note that the desired outcomes of this content analysis and future research developed in light of the results are not to change or alter promotion and tenure guidelines at IUPUI. Rather, the goal of this and future research is to advance the understanding of engaged scholarship among institutional stakeholders, strengthen the campus climate for generating engaged scholarship, and support the institution, schools, departments, and faculty who work to advance, better recognize, and reward engaged work.

Data Collection

As discussed, the four documents analyzed within this content analysis are the institution-level promotion and tenure guidelines for UIC, MSU, UNCG, and IUPUI. IUPUI, the researcher's home institution is understood as a highly engaged campus and a national leader in engaged work. The presence of the IUPUI Faculty Learning Committee on Public Scholarship and voiced commitment of the institution to furthering the acknowledgement and rewarding of engaged work through the IUPUI 2017 Strategic Plan serve as the rationale for selecting IUPUI as the primary university within this study. The three peer institutions chosen for this analysis were selected due to their highly engaged nature, the presence of faculty and administration within their campuses dedicated to the advancement of engaged scholarship, and the fact that they have all taken steps to revise promotion and tenure guidelines and/or language to better reflect the nature of engaged scholarship. Each university's institution-level promotion and tenure guidelines were publicly accessible on the Internet.

Key Terms

For this content analysis 29 terms were selected for review within all four institutional guidelines. These terms, provided in Table 3 on the following page, are identified to be the most frequently used to reference engaged scholarship. The selection of these terms was influenced by (a) a thorough review of the most recent literature regarding engaged scholarship, (b) recommendations from Dr. Kristin Norris and Anne Weiss – scholarly experts on engagement and the current field of research, and (c) a content analysis of the guidelines for all accrediting bodies for each school and department within IUPUI with a focus on civic education and engagement.

Table 3

Terms Utilized in Content Analysis

Service Learning	Outreach	Community-Based Experience
Community Based Learning	Involve	Engaged Learning
Internship	Board	Practicum
Mentor	Civic	Community-Based Research
Clinical	Public Service	Participatory Research
Patent	Community Service	Public Scholarship
Trans	Volunteer	Technology Transfer
Technical Report	Policy	Neighborhood
Collab	Community Engagement	Advisory Panel
Application	Action Research	

Note.

“Application” is identified exclusively as the application of knowledge. Excluded is language that discusses the promotion and tenure application itself, the submission of a grant application, or any physical application being referenced.

“Clinical” does not include reference to a faculty title or track.

“Collab” describes collaborative work.

“Policy” does not include references to specific university policy. Focus is on the influencing of public policy.

“Trans” encompasses a variety of terms (i.e. transdisciplinary, translational, translation, etc.)

Data Analysis

As noted, the goals for this exploratory study were to identify, (a) where, within the promotion and tenure guidelines for each institution does engaged work fall – Teaching, Research, and/or Service, (b) how institutions discuss engaged work in relation to promotion and tenure, and (c) what terminology is used.

NVivo 11 was used to complete the content analysis. After collecting the institution-level promotion and tenure guidelines for all four universities, each document was imported into NVivo 11. Each document was then coded for the 29 key terms to identify similarities, highlight differences, and extract themes found across documents. Nodes were created for each key term and data was then annotated to contextualize and further explore the concept of each term. Additional information regarding emphasis, location, or format of text (underlined, bolded, etc.) was noted. Frequency and location of data was queried from each node and data maps were created to highlight relationships among terminology both within single institutions and across all institutions. Frequency tables, data maps, and additional findings are discussed below. Lastly, it is important to note that while each promotion and tenure document was coded in its entirety, the data presented here are pulled only from within the three primary categories of each document – Teaching, Research, and Service.

Findings and Discussion

Table 4, below, illustrates the frequency of the use of each term within the three categories - Teaching, Research, and Service – for each institution.

Table 4
Frequency of all Terms within Institutional Guidelines

	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Total</u>
All Institutions	36	37	48	121
IUPUI	14	3	9	26
MSU	7	8	19	34
UIC	1	7	4	12
UNCG	16	19	16	51

As is illustrated, a total of 121 usages of engaged terms were identified across all four documents. UNCG had the highest frequency of terms utilized with 51, while UIC had the lowest frequency of terms utilized with 12. Among all institutions terms were divided fairly evenly across the three domains of Teaching, Research, and Service. The Service domain was

found to utilize a slightly higher number of terms, 48, while Teaching and Research totaled 36 and 37, respectively. Most of the terms employed within IUPUI's guidelines fall in the Teaching category. Most of the terms within MSU's guidelines are within the Service category. The majority of terms within the UNCG and UIC guidelines are in the category of Research.

Further, it is important to note that there were many terms that were not identified across any of the institutional guidelines. A number of the terms that did not appear are specific to describing certain types of engaged research (i.e. community-based research, action research, participatory research, etc.). It is significant to identify that within their promotion and tenure guidelines, institutions do not appear to be addressing specific forms of engaged research, but rather approaching engaged scholarship more broadly, utilizing terms such as "outreach" and "engagement". A complete list of terms that did not appear is included in Table 5, below.

Table 5

Terms Not Appearing within Any Document

Community-Based Experience

Engaged Learning

Practicum

Community-Based Research

Participatory Research

Public Scholarship

Technology Transfer

Neighborhood

Advisory Panel

Action Research

The 19 terms that appeared within at least one institution's guidelines are visualized in the four data maps (Figures 1-4) on page 24. Table 6 includes a key to interpreting the size, color, and location of all figures. Larger images of the data maps are found in Appendices A-D.

Table 6

Key: Data Maps

<u>Content</u>	<u>Color</u>
Term occurs exclusively in Teaching category	Purple
Term occurs exclusively in Research category	Blue
Term occurs exclusively in Service category	Orange
Term appeared in multiple categories	Green
Term did not appear within document	Red

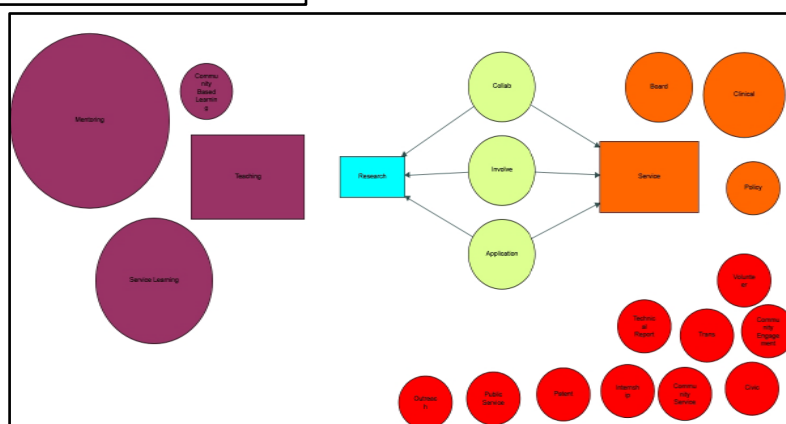
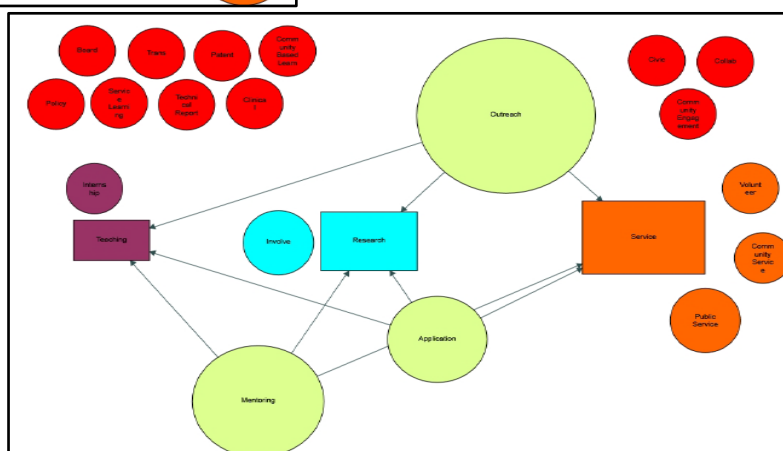
Note.

The longer distance of circles from Teaching, Research, or Service indicates fewer overlap of terms within domains.

Larger circles indicate higher frequency of term.

Smaller circles indicate lower frequency of term.

Arrows indicates overlap in terms within multiple domains.



University of Illinois at Chicago

As illustrated in the data map, UIC uses the chosen terms associated with engagement very sparingly. Of the nineteen terms found within all documents, UIC employs only six. The only term that was found to appear within every category – teaching, research, and service – is “clinical”, which primarily refers to any clinical or health-related service faculty might pursue. For example, under the heading, *Service Related to Students*, within the Service category, engaged work is understood as, “any special counseling services, clinical or health services, work with student groups or organizations, and other student services” (University of Illinois Chicago, 2017, p. 12). The term “clinical” is the term used most frequently within the document, but only appears a total of four times throughout.

The most terms appear within the category of Research, however engaged terminology is still used sparingly, as only “collab”, “technical report”, “patent”, and “volunteer” are utilized. The category of Teaching includes no engaged terminology. “Service” is written about in terms of “public service” and appears only within the Service category of the document. When discussing engaged research, “collab” is the term used most commonly and appears within the category of Research exclusively. However, “collab” does not necessarily indicate collaboration with community, but rather may also reference collaboration between faculty members, academic disciplines, or other institutions of higher education. Overall, a total of thirteen of the nineteen terms identified within all institutions’ documents are not found within the promotion and tenure guidelines at UIC. Based on the frequency and dispersion of engaged terminology used within their institution-level guidelines, UIC does not appear to highlight or emphasize engaged work very well within their institutional reward structure of promotion and tenure.

Michigan State University

MSU discusses faculty engagement a bit differently, as illustrated in their data map. MSU is the only institution within the four that has created a domain in addition to Teaching, Research, and Service. “Outreach” is employed as its own category to differentiate it from “Service”. MSU defines outreach as service to the local, state, or national community. Service is then defined as service specifically to the institution or a faculty’s discipline (i.e. serving on an institutional committee, journal review board, etc.). MSU discusses outreach regarding engaged scholarship as following:

While faculty at MSU ... are expected to make contributions through research that move the frontiers of knowledge in their respective fields, they also undertake a variety of other work – undergraduate education, graduate education, and an array of extension *outreach* and engagement responsibilities, on campus, around the state, across the nation, and all over the world – that often falls outside of the conventional way that we acknowledge and reward faculty for work in the research domain. (Michigan State University, 2017, p. 29, emphasis added)

Perhaps due to the differentiation in terminology, “outreach” is the most frequently used term, appearing 15 times throughout the entire document. For the purposes of this study, MSU’s Outreach category is coded within the category of Service, which causes that category to utilize far more terminology than Teaching or Research. Additionally, the category of Service is illustrated to employ more variety of engaged terminology, using six different terms, while the categories of Teaching and Research use only four each.

Like UIC, there is little overlap in terms across all three domains. Only “outreach”, “application”, and “mentoring” appear in all three domains of Teaching, Research, and Service/Outreach. Many of the engaged terms use by MSU live solely within one specific

category. Further, overall, a total of 11 of the 19 terms identified within all institutions' documents are not found within MSU's promotion and tenure guidelines. Although MSU employs the separate category of Outreach to further define and discuss various types of service, their use of engaged terminology is illustrated to be only slightly more frequent and more dispersed throughout, than UIC's.

University of North Carolina Greensboro

As illustrated in their data map, UNCG utilizes the most engaged terminology within their promotion and tenure guidelines, and many terms appear in more than just one category of Teaching, Research, or Service. Of the 19 terms found within all documents, UNCG utilizes 15, the most of any institution. Only four terms, "public service", "community-based learning", "technical report", and "volunteer" do not appear within the UNCG guidelines. Of the terms that appear within all three domains "collab" is the most frequent, highlighting the emphasis placed on the collaborative nature of all activities within the fields of Teaching, Research, and Service. For example, under the category of Teaching, UNCG (2015) notes community engaged teaching includes "developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and *collaborative* programs" (p. 4, emphasis added). Within the domain of Research, UNCG (2010) discusses the assessment of engaged scholarship: "The evaluation of research and creative activities shall consider contributions in the field or discipline including interdisciplinary, multidisciplinary, and collaborative work, the quality of the work, and the significance or impact" (p. 7).

The frequency and overlap of terms throughout the two domains of Research and Service indicate that engaged terminology is somewhat more specific within the category of Teaching, as several terms only overlap in the areas of Research and Service. However, UNCG appears to

employ a handful of terms specific to each category, such as “outreach” and “civic” within the category of Service, “trans” and “patent” within Research, and “internship” and “service-learning” within Teaching. This indicates that while UNCG appears to discuss engagement broadly throughout the entire document, utilizing terms such as “collab” and “community engagement” within each domain, some terminology is more focused to the specific action of Teaching, Research, or Service. Overall, due to the widespread distribution of engaged terms and the frequency at which they are used, UNCG appears to be the most engaged institution regarding the structuring of their promotion and tenure guidelines.

Indiana University-Purdue University Indianapolis

The IUPUI data map illustrates that, in comparison to UNCG, engaged terminology is not nearly as widespread or frequent throughout the IUPUI promotion and tenure guidelines. Out of the 19 identified terms, only nine appear within the guidelines. Of the nine that do appear, only three appear within multiple categories – “collab”, “involve”, and “application”. The three overlapping terms were only identified in the Research and Service categories; there is no overlap of any terms with Teaching. IUPUI was the only institution where there were no terms that overlapped into all three domains. Teaching appears to utilize more specific terminology when discussing engagement. “Mentor”, “service-learning”, and “community-based learning” appear only within the domain of Teaching. “Mentor” is the term most frequently used throughout the IUPUI guidelines; however, it is important to note that “mentor” was discussed primarily as the relationship between student and instructor, rather than communal or community-based mentoring. For example, in order to achieve ‘excellence’ in teaching, IUPUI faculty must display, “high accomplishments of students mentored or advised consistently linked to influence of mentor” (IUPUI, 2017, p. 39).

Further, the Research domain has no terminology specific to it. There is no reference to any specific type of engaged scholarship, as only the terms “collab”, “involve”, and “application” appear within the domain of Research. Interestingly, the terms “public scholar” or “public scholarship” do not appear anywhere within the categories of Teaching, Research, or Service in the IUPUI document but are frequently referenced in the introductory remarks within the guidelines. As the IUPUI Faculty Learning Committee on Public Scholarship (2016a) has worked extensively to define, publicize, and recruit faculty who pursue public scholarship, what does this say about how public scholars will ultimately be understood and rewarded at IUPUI? This highlights the tension between what IUPUI, as an institution, says it values and what it ultimately values and rewards through the structures of promotion and tenure.

The lower frequency of terms throughout the IUPUI promotion and tenure guidelines coupled with the very little overlap of terms indicates that IUPUI does not discuss engagement broadly throughout the document. As the terminology that IUPUI does employ is seemingly relegated to one of the three domains of Teaching, Research, and/or Service, IUPUI does not employ an expansive or encompassing view of engaged work and rather approaches it very narrowly through the one of three lenses. Overall, due to the lower frequency and overlap of terms, IUPUI does not appear to value engaged work as much as some of its peer institutions.

Frequency and Dispersion of Terminology

In order to better visualize the frequency and dispersion of terminology amongst all four institutions, Figures 5-8 are presented below. These graphs depict the appearance of all 19 terms throughout each institution’s promotion and tenure guidelines and allow for an easier cross-institutional comparison based solely on frequency. Each bar, or lack thereof, represents one term identified, or not identified, within the institution’s guidelines. Bars that are depicted in

multiple colors denote the term's use throughout various domains. A key to interpreting the figures is presented in Table 7. Larger versions of the images with the individuals terms labeled are presented in Appendix E.

Table 7

Key: Frequency and Dispersion

Graphs

Content	Color
Teaching	Dark Blue
Research	Light Blue
Service	Green

Note.

For the purposes of display, the graphs are of varying scales.

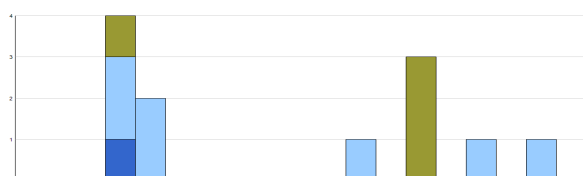


Figure 1. UIC

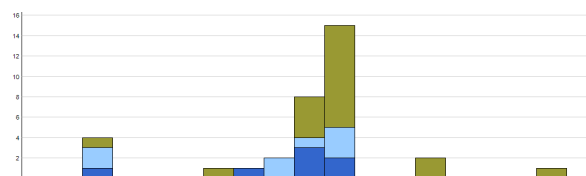


Figure 2. MSU

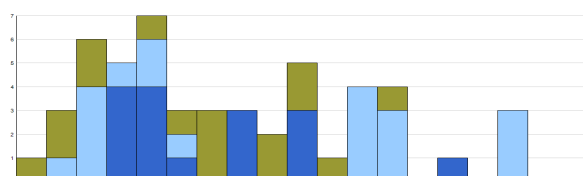


Figure 3. UNCG

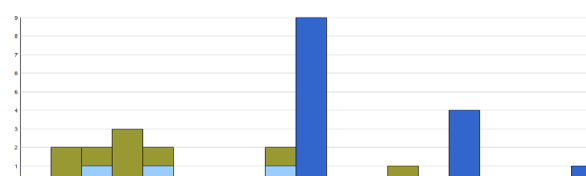


Figure 4. IUPUI

Implications

The findings generated by this research have implications for how IUPUI and similar institutions view, discuss, and reward engagement. Where engaged terminology appears, or does not appear, within institution-level promotion and tenure guidelines signifies intentional decisions about how and where the institution will value certain work. A lack of overlapping

engaged terminology implies that the institution thinks of and describes engaged work very narrowly through the specific lenses of Teaching, Research, and Service. However, institutions, such as UNCG, that both view and discuss engaged work more holistically and weave engagement into multiple areas of their promotion and tenure structures allow for faculty to pursue and be rewarded for various types of engagement. Institutions that do not incorporate engaged work into the three domains of Teaching, Research, and Service and rather relegate specific work to certain ‘buckets’, are at risk of viewing engagement as one very specific thing that can only be discussed and rewarded in one very specific way. Further, such institutions risk encouraging faculty to pursue engagement in very limiting ways, depending on how it will be understood and rewarded within promotion and tenure. For IUPUI, who has a national reputation for being a highly engaged campus, how might this affect the retention of engaged scholars and practitioners? If faculty elect to come to IUPUI based on its engaged reputation, yet do not see such engagement rewarded within its promotion and tenure structures, would they be less likely to leave the institution? The emphasis placed on engagement within institutional reward structures has very real consequences for the ways institutions not only discuss and value engagement, but how they recruit and retain highly engaged faculty.

Limitations and Future Research

There is a limit to the depth of information that can be collected from an exploratory content analysis, specifically as the concept of engagement is so complex and requires a certain level of nuance to describe or evaluate in detail. Although there is no complete objectivity in any qualitative research, the researcher made every effort to account for the subjective nature of the data and analysis presented. While performing data analysis, the researcher made the conscious decision to include references to certain terms and not others (i.e. including “policy”

as it relates to affecting public policy and not institutional policy). In doing so, the researcher acknowledges that a certain level of subjectivity was employed, and that other contexts or influences might not have been considered. Further, the content analysis was limited to only three of IUPUI's peer institutions, due in part to the constraints of time and access to additional institutions' promotion and tenure guidelines.

Moving Forward

As society is continuing to demand more and more of higher education, it is imperative that institutions work to connect their energy, ideas, and funding to the advancement of the public good. However, until faculty members can pursue engaged scholarship without the threat, or perceived threat, of jeopardizing their chances of achieving promotion and tenure, faculty will be unlikely to extend themselves and their skills to pursuing engaged work. Further work is needed to continue universities' development towards realizing institutions that have engaged scholarship built into the core of their mission, rather than existing solely on the periphery. If higher education is going to stay relevant in the increasingly social context of the 21st century, institutions and their reward structures must be reconsidered to identify how they can work to better support faculty engaged scholarship rather than discourage it.

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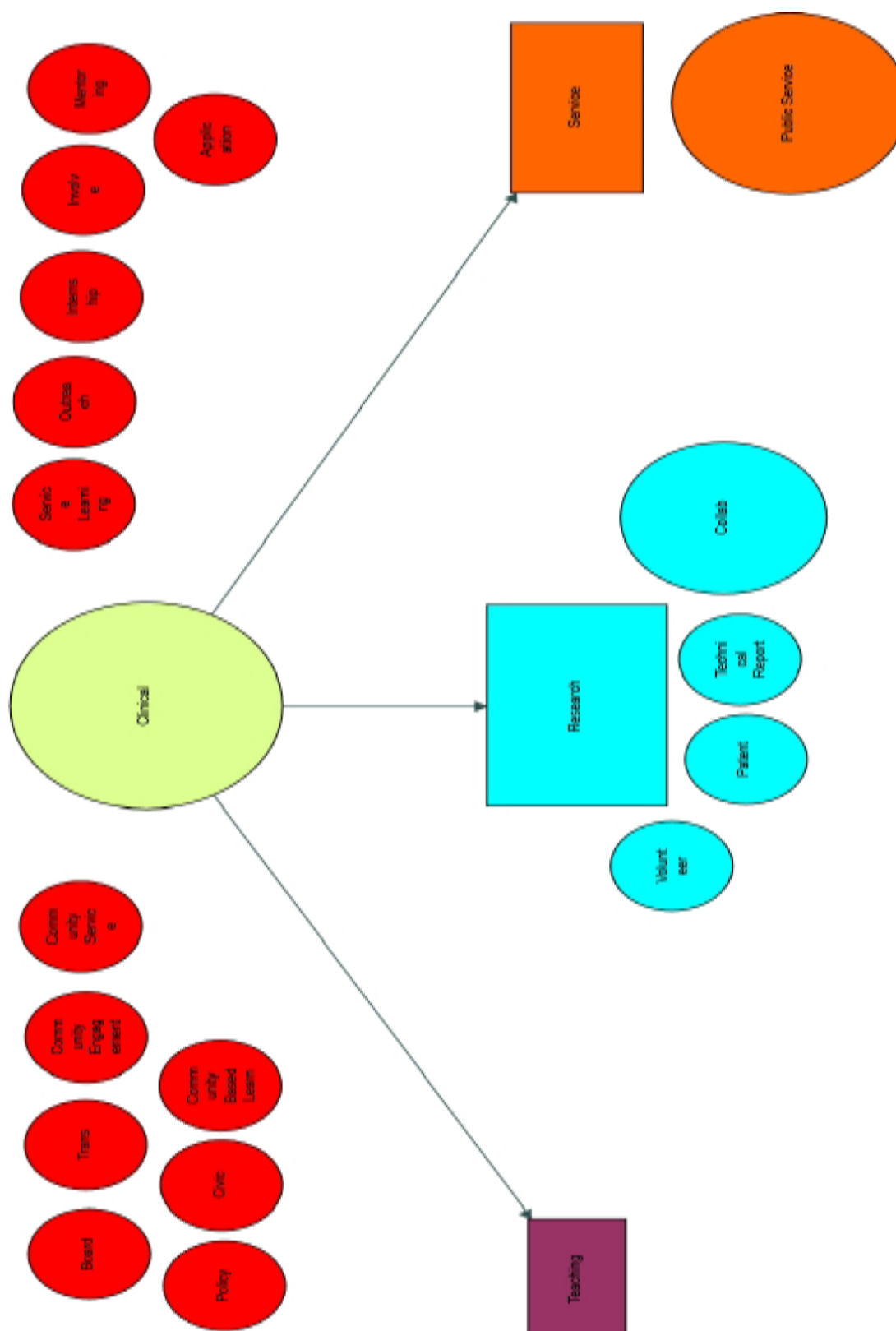
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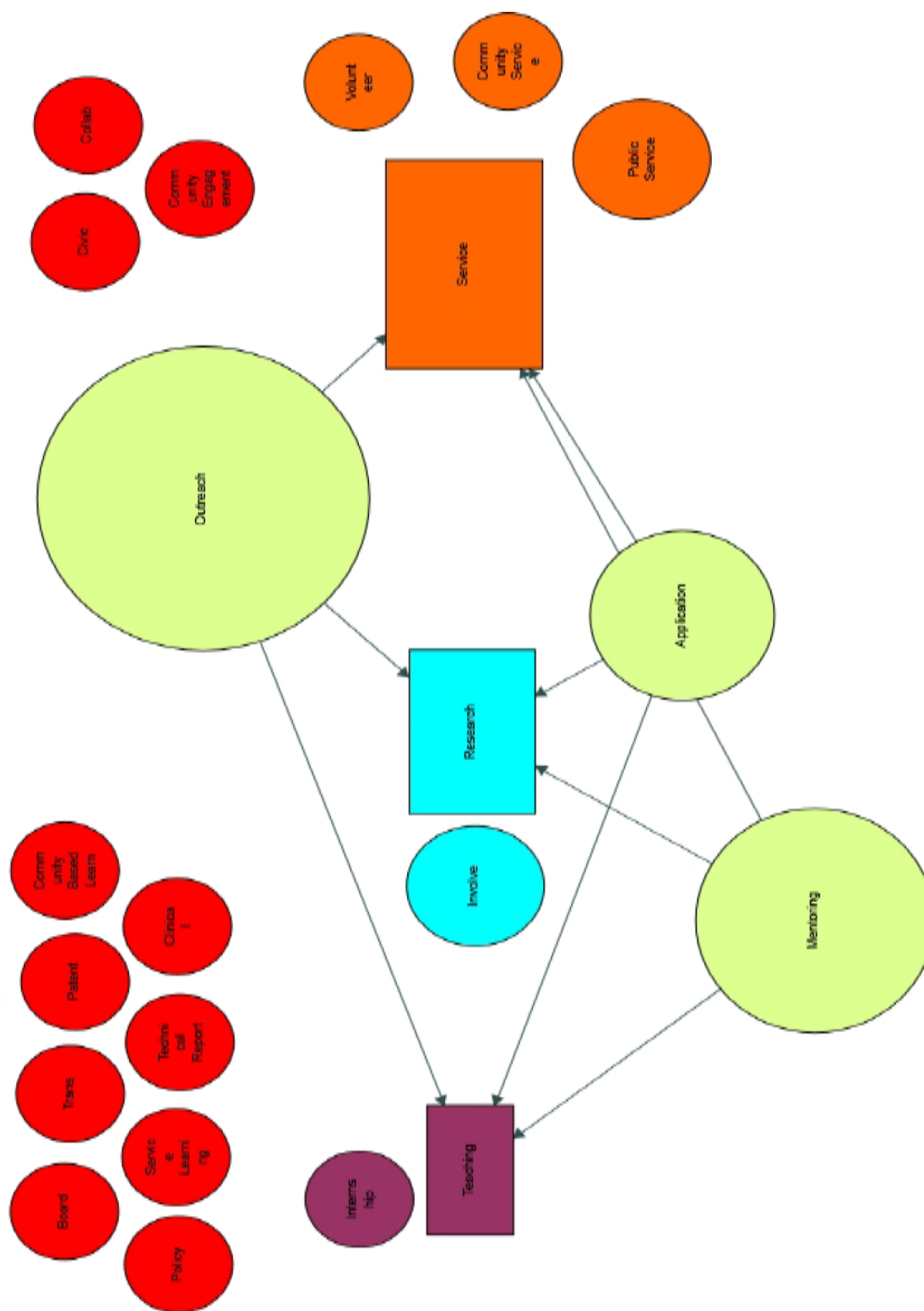
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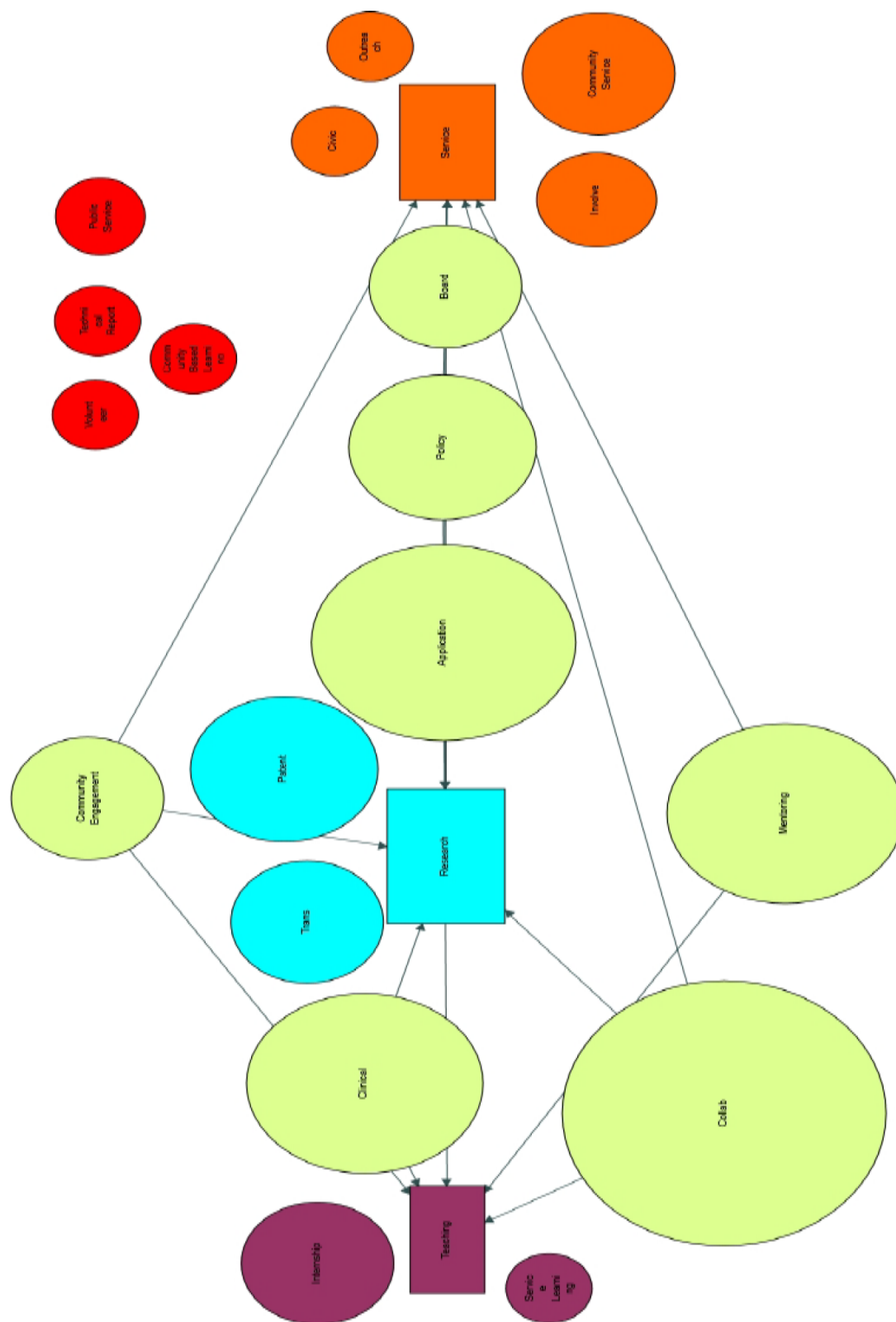
Appendix A
University of Illinois at Chicago Data Map



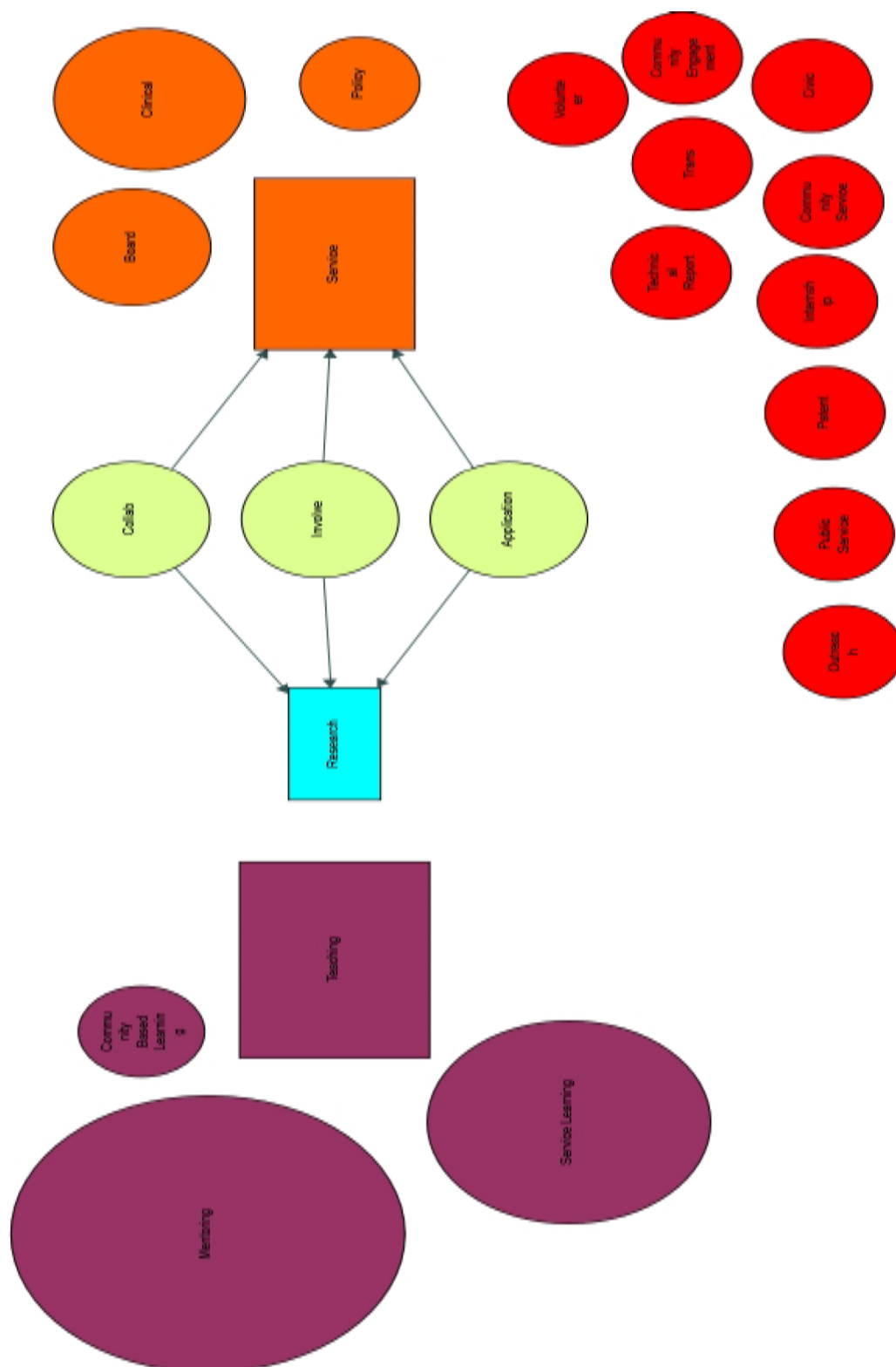
Appendix B
Michigan State University Data Map



Appendix C
University of North Carolina at Greensboro Data Map

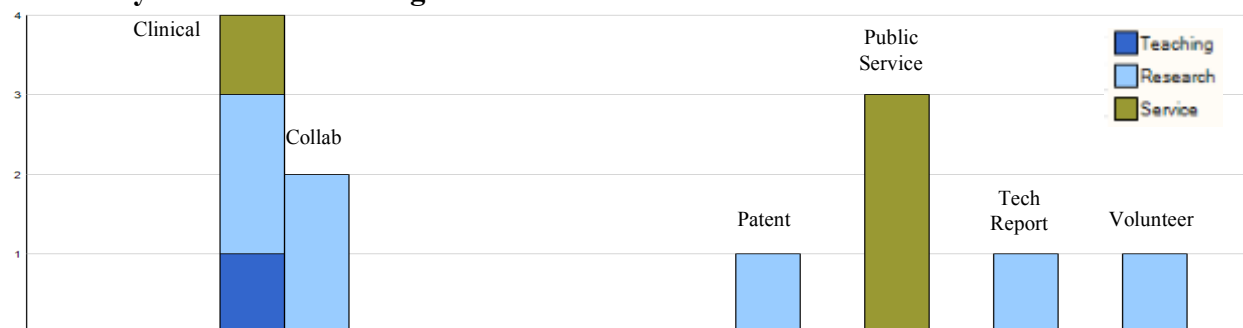


Appendix D
Indiana University-Purdue University Indianapolis Data Map

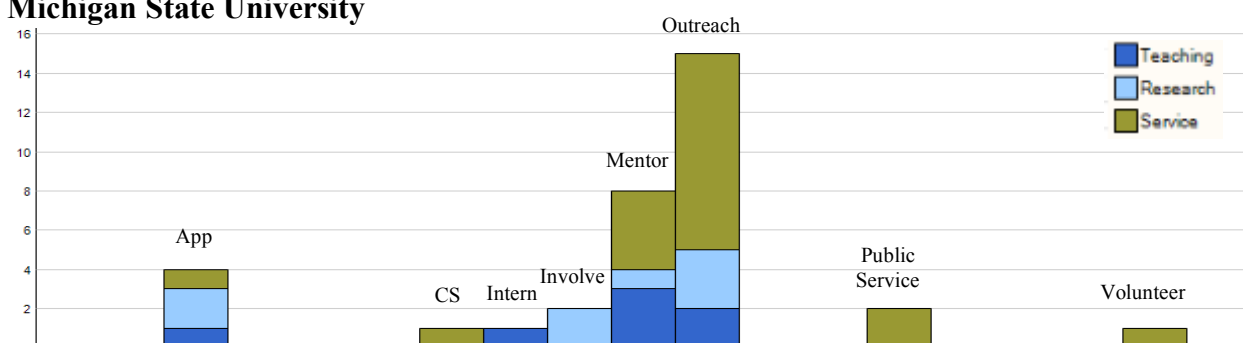


Appendix E
Frequency and Dispersion of Terms throughout Institutional Guidelines
Note. Graphs are of varying scales.

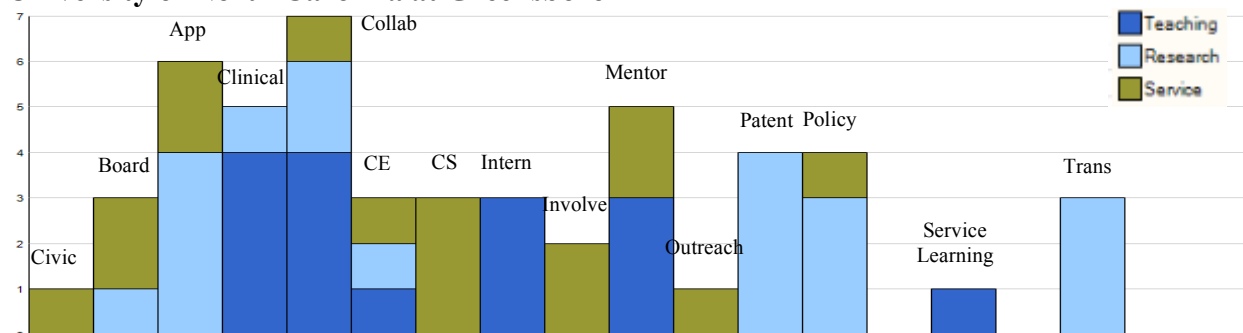
University of Illinois at Chicago



Michigan State University



University of North Carolina at Greensboro



Indiana University-Purdue University Indianapolis

